

Fundamentals for Health Professions Internet Course

*Technical Committee Report
and Curriculum Guide*



Health Professions Education
Idaho Division of Professional-Technical Education

September, 1999
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Table of Contents

	Page
Responsibilities	3
Idaho State Board of Professional-Technical Education	3
Idaho Division of Professional-Technical Education	4
Technical Committee on Fundamentals for Health Professions Internet Course	4
Support.....	4
Content Experts / Course Writers	5
Pilot Project.....	6
Technical Committee Report	7
Curriculum Guide	9
Purpose.....	9
Prerequisites.....	9
Course Length.....	10
Resources	10
Intended Outcomes	11
Part 1: Fall Semester (I Credit)	13
Part 11: Spring Semester (I Credit).....	29

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Responsibilities

Authority to approve Statewide Curriculum Guides and major revisions rests ultimately with the Idaho State Board of Professional-Technical Education. The Administrator of the Idaho Division of Professional - Technical Education has responsibility for all required coordination being accomplished prior to approval and is designated as the approving authority for minor revisions to Statewide Curriculum Guides. Each Statewide Curriculum Guide has a Technical Committee that is responsible for identifying the purpose, prerequisites, length, resources, intended outcomes, and content of the course in relationship to industry-wide standards. Oversight of the Technical Committee process rests with the respective Program Managers of the Idaho Division of Professional-Technical Education. Additionally, many others eventually participate in the creation and on-going maintenance and revision of Statewide Curriculum Guides besides technical committee members.

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Careers Integrated in Anatomy Sections
Careers in Alternative Medicine
Careers in Allopathic Medicine
Job Keeping Skills
Legal and Ethical Responsibilities
Cells, Body Planes and Directions
Skeletal System
Mental Health/ Mental Illness

Safety in Health Care
Leadership
Infection Control
Integumentary System
Medical Terminology

Circulatory System
Respiratory System
Digestive System
Nervous System
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Technical Committee Report

The following is a report of the Technical Committee on the Fundamentals for Health Professions Internet Course. Between January 1998 and September 1999 (21 months), this Technical Committee pioneered the development of the first secondary professional-technical education Internet course that qualifies for secondary added cost reimbursement funding. The following table summarizes the most important steps that were undertaken by this committee that has led to development and implementation of the Fundamentals for Health Professions Internet Course. As a result of this monumental accomplishment, an opportunity to participate in health professions education now exists for all secondary students, especially those at 65 Idaho secondary schools that previously lacked the opportunity.

Report of the Technical Committee on the Fundamentals for Health Professions Internet Course - September, 1999.	
Steps	Outcomes & Date
1. Identify a need A. Potential Audience B. Market Research C. State Goal	The health care industry is the largest employer in America, according to the U.S. Department of Labor. Out of approximately 109 Idaho secondary schools, approximately 44 offers the Orientation course and 35 offers "Aide" level training (mostly Nursing Assisting and a few PT Aide and Sports Medicine / Athletic Training Aide). At least 65 secondary schools offer no health professions education courses. The goal of this project is to provide access of the Orientation course to all Idaho secondary students via some form of guided independent study. (1/98)
2. Support A. Administrative B. Industry (1) Set target time schedule.	Funding was secured from IDPTE (formerly IDVE) for the formation of a Technical Committee for Orientation to Health Occupations Guided Independent Study Course. Technical and course content experts from around the state met in Boise to study various guided independent study instructional delivery systems. The Technical Committee agreed to complete an "Internet" course and begin a pilot by March 15, 1999. (3/98)
3. Select an Internet course development tool.	The Technical Committee investigated several options for Internet course development and delivery. After consideration of several models, the nonprofit sponsored WebCT developmental tool from the University of British Columbia was selected. This decision was influenced by the presence of WebCT technical support staff and web server in place at LCSC as well as ease of facilitation in creating web based courses. (6/98)
4. Select course content writers and provide technical resources.	An invitation was provided around the state to secondary health occupations educators who expressed an interest in participating. The original writing team was composed of: Susie Bunt, RN, formerly of Lewiston High School, Kathy Hendrixson, RN, of Sandpoint High School, Catherine Gillihan, RN, of Canyon Owyhee Service Support Agency (COSSA), and Denise Aikele, RN of Snake River High School. Catherine Gillihan, RN, withdrew and Cathy Little, RN, of COSSA was her replacement. Cathy Little, RN, withdrew. Jolene Tucker, RN, of Lewiston High School was her replacement. All four writing team members are experienced and licensed health care professionals as well as certified secondary health occupations educators. Four personal computers (486 levels) from IDPTE inventory of stored computers were secured for course writers. (9/98)

5. Provide: A. Incentive for course content writers. B. Sign work for hire agreement.	The development of the Internet course is a major undertaking. Content writers are not expected to perform their duties without proper remuneration. IDPTE provided a developmental grant to LCSC that provided remuneration based on a work for hire agreement, in which LCSC would retain copyright on the completed Internet course. At the November technical committee meeting at LCSC, all work for hire agreements were signed. (10- 11/9 8)
6. Provide for technical inservice WebCT development training.	On 3 November 1998, a day was spent at LCSC reviewing Internet course and computer equipment parameters. Writers were given an opportunity to practice text development and attaching it to an email and sending it to WebCT technical support staff at LCSC. This inservice enabled writers to work independently at home. (11/98)
7. Develop outline of course content.	Although a state approved course curriculum already existed for this course (Orientation to Health Occupations: Year One, IDVE, 1996), considerable effort was required to update the content and convert it for Internet course delivery. Susie Bunt, R.N., served as writing team coordinator. (9-10-11/98)
8. Content development.	Writers submitted content to LCSC Educational Technical Center. Two statewide conference calls were conducted to address issues and concerns among writers, media specialists and IDPTE. (11/98 - 1/99)
9. Pilot institutions visited.	Gary Lauer visited Butte County High School, Arco, Idaho and MacKay High School, MacKay, Idaho and met with Principals Randy Maughan and Sheldon Rosenkrance and Janet Alkele, Superintendent of Butte County Joint District # I 11. Purpose of visits was to ensure that pilot students would be available at both institutions in March. (1/99)
10. Content refinement.	The course development team met at LCSC to edit and revise course material. (2/99)
11. Pilot project.	Eight students combined from Butte County High School and MacKay High School participated in pilot Internet course. (3-6/99)
12. Course evaluation and revisions.	Course development team met at LCSC. Feedback from pilot project was evaluated and course changes implemented. The decision was made to divide the course into two parts and rename it Fundamentals for Health Professions. Each course would be worth one high school credit for a total of two credits. (6/99)
13. Technical committee.	Technical committee met in Boise to finalize the Technical Committee Report / Curriculum Guide. (8/99)
14. Secondary added cost funding formula.	Dr. DeVere Burton, IDPTE Director of Research and Gary Lauer identify a funding formula vision that serves multiple schools via the Internet. (4-9/99)
15. Internet course instructional manager.	First Internet course Instructional manager in place for Region 11. Goals for FY 2000: (1) finalize funding formula, (2) develop standard operating procedure for the course managers, (3) conduct a second pilot, (4) and identify articulation between secondary, postsecondary, and Workforce Training Network elements. (9/99)

Curriculum Guide

The curriculum development and revision process of the Idaho Division of Professional-Technical Education involves the active use of industry and instructor personnel in the form of a Technical Committee. Their job is to prepare a list of tasks for a course that allows graduates to obtain a job, retain a job once hired, and advance in their chosen professional-technical field. Once these tasks are defined, then they are assembled into an officially approved document called a Statewide Curriculum Guide.

Statewide Curriculum Guides are instructional management documents in that they specify the intended outcomes, prerequisites, content, and length of instruction. Also, they describe any materials and resources that are necessary to conduct such training. Although there is great flexibility for implementation of a formal course of instruction at the local level, public school districts that qualify to receive "added cost reimbursement funding" through the Idaho Division of Professional-Technical Education are encouraged to follow the instructional plan identified in Statewide Curriculum Guides to ensure that minimum industry standards are being taught.

Purpose

The purpose of the Fundamentals for Health Professions Internet Course is to provide a fundamental entry-level background that is required for understanding a multitude of health professions that help to make up America's health care industry. Although each health profession is specialized, all share a common core of prerequisite knowledge that when understood fully will be of significant benefit to students, especially those who elect to become health professionals. That common knowledge base is presented in this course. Fundamentals for Health Professions will help stimulate students' interest in health careers.

Prerequisites

The Fundamentals for Health Professions Internet Course is designed with the high school junior level or higher in mind. There are no specific course prerequisites. The required secondary health course objectives are included in the Fundamentals for Health Professions Internet Course, allowing students to be granted one credit for Health and one elective credit on completion of both Part I and Part II of Fundamentals for Health Professions. Because many sophisticated associations and concepts are taught in this course, only under special qualifying circumstances should a student at less than a high school sophomore reading level be allowed to enroll in this course.

Because this course is a prerequisite to nursing assistant and aide level training programs that are offered during the senior year of high school, it is important to provide this course during the sophomore or junior year of high school. Of course, when this course is offered to adult learners in Idaho's Workforce Training Network Centers or among postsecondary programs at Idaho's six technical colleges, then these prerequisites do not necessarily apply.

This is a guided independent study course that contains a variety of material and learning interaction. An Internet Course Instructional Manager will be available at all times to administer this course. However, because this course is delivered entirely online, a minimum of direct contact will be provided between the student and the instructional manager. Most of the communication will take place online using email. Consequently, most of the responsibility for learning will rest upon the student's shoulders - where it should be.

Therefore, only students who are capable of initiating and sustaining the highest levels of self motivation are encouraged to take this course compared to those students who are more dependent upon the learning structure contained in the traditional classroom setting. Self-starting students who are considering becoming health professionals, who are technically literate, and who are parallel thinkers (multiple taskers) should be well suited for this online course.

A strong possibility exists that a health professions educator may desire to offer this course in place of or in conjunction with their Orientation to Health Occupations classroom course. Please contact the Health Professions Education Program Manager at the Idaho Division of Professional-Technical Education for the current policy concerning this issue.

Course Length

Students are given the typical school year (fall and spring semesters), to achieve the intended outcomes for this course. However, because this is a guided independent study program, some students may achieve outcomes much earlier. Although postsecondary institutions and Workforce Training Network Centers in Idaho are encouraged to set their own course lengths, the average adult learner should be able to complete this online course within 16 weeks (one semester).

Resources

A computer with unlimited Internet access is required to complete this online course successfully. High-speed access is recommended. A web browser of either Internet Explorer 5.0 or higher or Netscape Navigator 4.7 or higher and Apple Quick Time plug in is necessary. Schools are encouraged to provide students with high-end state-of-the-art set-ups that are able to accommodate multiple users and multiple courses.

Each school offering this online course needs to have a designated school contact person to serve as the liaison between the students, their computer resource staff, and the Internet Course Instructional Manager. Having a designated class period for this course during the school day is necessary to support student success.

Although a textbook is not required to successfully complete this course, the following references are suggested:

D. Garber
Introduction to Clinical Allied Healthcare, 2nd Edition
Career Publishing, Inc., Orange, CA, 1998

J. Gerdin
Health Careers Today, 2 nd Edition
Mosby-Year Book, Inc., St. Louis, MO, 1997

L. Simmers, M.Ed., R.N.
Diversified Health Occupations, 4" Edition
Delmar Publishers, Albany, NY, 1997

B. J. Colbert, et. al.
An Integrated Approach to Health Sciences
Delmar Publishers, Albany, NY, 1997

Intended Outcomes

Upon successful completion of this course, students will have achieved the following intended outcomes.

1.0 Careers in Allopathic Health Care

Given information about the allopathic health care system, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

2.0 Job Seeking and Keeping

Given information about resumes, cover letters, job applications, the interview process, job keeping, and resignation procedures, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

3.0 Communications in Health Care

Given information about communication barriers, good listening skills, computer use, subjective versus objective information, telephone etiquette, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

4.0 The Health Care Industry

Given information about health care facilities, health care issues, basic human needs, the health care team, health care and legislation, and related careers, the student will be able to develop a philosophy of health care and perform the tasks presented with a minimum of 80 percent accuracy.

5.0 Leadership and Followership

Given information about team building, problem solving, critical thinking, time management, student organizations, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

6.0 Careers in Alternative Health Care

Given information about the National Center for Complementary and Alternative Medicine (NCCAM) and alternative health care modalities, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

7.0 Anatomy and Physiology I

Given information about cells, body planes, cavities, and diseases; the cardiovascular system; the respiratory system; the muscular system; the skeletal system, the integumentary system; and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

8.0 Anatomy and Physiology II

Given information about the endocrine system, reproductive system, nervous / sensory system,

excretory / urinary system, gastrointestinal digestive system, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

9.0 Legal and Ethical Responsibilities

Given information about ethics, confidentiality, ethical decisions, criminal and tort law, malpractice, case studies, scope of practice, credentialing, regulatory boards, regulations, recording / reporting, Patient Bill of Rights, advanced directives, abuse and neglect, chemical abuse, practicing under the influence, and related health care careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

10.0 Infection Control

Given information about terms, microorganisms, infection, resistance, infection chain, medical versus surgical asepsis, hand washing, standard precautions, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

11.0 Safety in Health Care

Given information about employer and employee responsibilities, safety precautions, reporting procedures, preventing falls / electrical shock chemical injuries and burns, fire safety, using a fire extinguisher, body mechanics, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

12.0 Medical Terminology

Given information about prefixes, suffixes, word roots, reading medical terms, abbreviations, and related careers

13.0 Health Throughout the Life Cycle

Given information about exercise, nutrition, physical and mental changes throughout the life cycle, Maslow's hierarchy of needs, and challenges of individuals with disabilities, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

14.0 Risk Taking Behaviors

Given information about basic human needs, positive mental and emotional health, addictions, abuse, and about related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy

Part 1: Fall Semester (I Credit)

		Estimated Content Units Online	Recommended Study Time in Hours
1.0	Careers in Allopathic Health Care	4	1
2.0	Job Seeking and Keeping	85	5
3.0	Communications in Health Care	35	5
4.0	The Health Care Industry	25	7
5.0	Leadership and Followership	12	2
6.0	Careers in Alternative Health Care	10	2
7.0	Anatomy and Physiology 1	<u>300</u>	<u>56</u>
	TOTALS	471	78

1.0 Careers in Allopathic Health Care

A. Estimated Content Units = 4 Units

B. Recommended Online Study Time I Hours

C. Intended Outcome:

Given information about the allopathic health care system, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

D. Tasks:

1.01 Define allopathic medical practice.

1.02 Differentiate between allopathy and other models of care -practiced by physicians in the United States.

1.03 List categories of health care careers.

1.04 Identify resources for researching allopathic health care careers.

2.0 Job Seeking and Keeping

- A. Estimated Content Units = 85 Units
- B. Recommended Online Study Time - 5 Hours
- C. Intended Outcome:

Given information about resumes, cover letters, job applications, the interview process, job keeping, and resignation procedures, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

D. Tasks:

2.01 Introduction:

- A. Identify the importance of a job applicant knowing his/her strengths, weaknesses and goals.
- B. Using a standardized tool, assesses one's own job aptitudes and interests.

2.02 Resumes:

- A. Define the term resume.
- B. Identify the resume as providing a first impression of an applicant to an employer.
- C. List 5 tips for preparing a resume.
- D. List 5 categories of information that should be included on a resume.
- E. Utilize on-line resources for preparing a resume.

2.03 Cover Letter:

- A. Identify the purpose of a cover letter.
- B. Discuss tips for writing a good cover letter.
- C. Describe the content that should be included in 4 paragraphs of a cover letter.
- D. Utilize on-line resources for preparing a cover letter.

2.04 Job Application:

- A. Identify 10 guidelines for filling out an application.

2.05 Interview Process:

- A. Define the interview process as beginning with the first contact, including the cover letter and resume, and ending with a meeting.

- B. Identify qualities and skills needed in the workforce.
- C. List 5 ways to learn about a prospective employer.
- D. Utilize on-line resources for preparing for an interview.

2.06 Job Keeping:

- A. List 5 areas of interpersonal skills needed for a successful work life.
- B. Discuss the importance of a good attitude.
- C. List 9 tips for reducing stress.
- D. Discuss concepts important in working as a member of a team.
- E. List the 7 steps in problem solving.
- F. Differentiate between passive, assertive, and aggressive communication and behaviors.
- G. Describe personal characteristics desirable in health care workers.

2.07 Resignation Procedures:

- A. Discuss the importance of following good etiquette in the resignation procedure.
- B. List 4 things to include in the letter of resignation.

3.0 Communications in Health Care

- A. Estimated Content Units = 35 Units
- B. Recommended Online Study Time = 5 Hours
- C. Intended Outcome:

Given information about communication barriers, good listening skills, computer use, subjective versus objective information, telephone etiquette, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

3.01 Introduction:

- A. List five different ways of communicating.
- B. Briefly describe the meaning of the terms verbal and non-verbal communication.
- C. Explain the meaning of the term congruent communication.
- D. Trace the flow of communication using the terms sender, message, receiver, and feedback.
- E. Discuss two elements of effective communication.

3.02 Barriers to Communication:

- A. Discuss physical barriers to communication.
- B. Discuss psychological barriers to communication.
- C. Discuss cultural barriers to communication.
- D. Discuss how attitudes and behaviors can be barriers to communication including defensiveness, use of silence, and changing the subject or using clichés.

3.03 Good Listening Skills:

- A. Describe ways a good listener shows he or she is listening.
- B. Define and give an example of clarification.
- C. Define and give an example of reflective listening.
- D. Compare open-ended and closed questions.

3.04 Computer Use:

- A. Discuss various ways computers are used in health care including business transactions, patient records, and diagnostics.
- B. List 5 practices that will help maintain confidentiality when using computerized health care records.

3.05 Subjective vs. Objective Information:

- A. Differentiate between subjective and objective information.
- B. Differentiate between signs and symptoms.
- C. State examples of medical records documentation that illustrates subjective information.
- D. State examples of medical records documentation that illustrates objective information.

3.06 Telephone Etiquette:

- A. Identify the telephone as both a way to communicate and a public relations tool.
- B. List essential skills in telephone communications including tact, courtesy, firmness with flexibility, accuracy and promptness.
- C. List 5 tips for effective telephone etiquette.

3.07 Careers:

- A. Discuss careers related to communications in health care.

4.0 The Health Care Industry

- A. Estimated Content Units = 25 Units
- B. Recommended Online Study Time=7 Hours
- C. Intended Outcome:

Given information about health care facilities, health care issues, basic human needs, the health care team, health care legislation, and related careers, the student will be able to develop a philosophy of health care and perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

4.01 Facilities:

- A. Identify at least five different types of health care facilities, the system they represent, and types of services provided in each facility.
- B. Explain how each health care system contributes to the health of a community. Include systems at local, state, and national levels.

4.02 Philosophy:

- A. Define philosophy.
- B. Examine personal feelings and beliefs concerning who should receive health care.
- C. Compose a personal philosophy of health care.

4.03 Issues:

- A. Discuss issues and trends in the American health care industry.

4.05 Health Care Team:

- A. Identify professional and non-professional health care workers who may be members of a health care team. Provide titles and functions of each worker.
- B. Explain the need for and focus of a health care team.

4.06 Health Care and Legislation:

- A. Discuss the cost of health care and how individuals pay this cost.
- B. Discuss the services provided through the federal facts of Medicaid and Medicare.

- C. Discuss the effects of the federal Omnibus Budget Reconciliation Act (OBRA) on long-term care.
- D. Discuss the effects of Regulations of the Occupational Safety and Health Administration (OSHA) on health care facilities and workers.
- E. Discuss diagnostic related groups (DRGs) and their effects on health care delivery.

4.07 Careers:

- A. Explore examples of career options.

5.0 Leadership and Followership

- A. Estimated Content Units = 12 Units
- B. Recommended Online Study Time = 2 Hours
- C. Intended Outcome:

Given information about team building, problem solving, critical thinking, time management, student organizations, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

5.01 Introduction:

- A. Identify skills needed by health care workers: critical thinking, problem solving, time management, flexibility, leadership and followership.

5.02 Team Building:

- A. Define the concept of teamwork.
- B. Describe the characteristics of a good team member.

5.03 Problem Solving:

- A. Describe the 6 steps for problem solving.
- B. Apply the steps for problem solving in ones own situation.

5.04 Critical thinking:

- A. Discuss elements of critical thinking.
- B. Apply critical thinking skills.

5.05 Time Management:

- A. List 6 elements of time management
- B. Apply the principles of time management in a hypothetical situation.

5.06 Student Organizations:

- A. List 10 purposes of vocational student organizations.

- B. Discuss benefits of membership in a vocational student organization.
- C. Name 2 vocational student organizations.

5.07 Careers:

- A. Explore careers in health care that relate to areas of leadership or followership.

6.0 Careers in Alternative Health Care

- A. Estimated Content Units = 10 Units
- B. Recommended Online Study Time = 2 Hours
- C. Intended Outcome:

Given information about the National Center for Complementary and Alternative Medicine (NCCAM) and alternative health care modalities, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

6.01 Introduction:

- A. State the purpose of the National Center for Complementary and Alternative Medicine (NCCAM).
- B. List the 7 categories of practices being studied by NCCAM.

6.02 Alternative Health Care Modalities:

- A. List examples of alternative modalities in each of NCCAM's categories of unconventional health care practices.
- B. Identify how to access on-line information about alternative health care practices.
- C. Describe the following alternative health care practices:
 - 1. Homeopathy
 - 2. Naturopathic medicine
 - 3. Bodywork including massage and reflexology.
 - 4. Herbal Medicine
 - 5. Biofeedback

6.03 Careers:

- A. Explore careers in Alternative Medicine.

7.0 Anatomy and Physiology I

- A. Estimated Content Units = 300 Units
- B. Recommended Online Study Time = 56 Hours
- C. Intended Outcome:

Given information about cells, body planes, cavities, and diseases; the cardiovascular system; the respiratory system; the muscular system; the skeletal system; the integumentary system; and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

7.01 Cells, Body Planes, Cavities, and Diseases:

7.011 Introduction:

- A. Define the terms anatomy and physiology.

7.012. Structure and Function:

- A. Identify main parts of body cells and explain their functions.
- B. Label parts of the cell.
- C. Describe the relationship between cells, tissues, organs, and body systems.
- D. Describe the 4 types of tissue.
- E. List examples of body organs and body systems.
- F. Identify terms relating to body regions, planes, cavities and directions.
- G. Label a diagram of the body cavities.

7.013 Diseases / Disorders:

- A. Identify major diseases/disorders at the cellular level, symptoms, treatment, and risk factors of each.

7.014 Treatment:

- A. Discuss treatment of cellular disorders.

7.015 Prevention:

- A. List measures that will promote healthy tissues.

7.016 Terminology:

- A. Define selected relevant medical terminology.

7.017 Careers:

- A. Explore selected examples of career options.

7.02 Cardiovascular System:

7.021 Introduction:

- A. Define cardiovascular.
- B. Name the major organs of the circulatory system.

7.022 Structure and Function:

- A. Label a diagram of the heart and blood vessels.
- B. Name and describe the tissue types covering the heart.
- C. Name and describe the layers of the heart.
- D. Name and describe the chambers of the heart.
- E. Name and describe the valves of the heart.
- F. Describe the functions and components of the conduction system.
- G. Describe the cardiac cycle.
- H. Identify and describe three types of blood vessels.
 - 1. Identify and describe three layers of blood vessel tissue.
- J. Differentiate arteries from veins.
- K. Describe the structure of veins.
- L. Define and describe the following terms:
 - 1. Capillaries
 - 2. Pulse
 - 3. Tachycardia
 - 4. Bradycardia

- M. Identify the purpose and mechanism of blood pressure constriction.
- N. Define and describe blood pressure.
- O. Identify a normal adult blood pressure.
- P. Define the following terms:
 - 1. Systolic
 - 2. Diastolic
 - 3. Hypertension
 - 4. Hypotension
- Q. Trace a drop of blood on its path through the heart. Be able to name each major blood vessel, chamber and valve.

7.023 Diseases and Disorders:

- A. Identify major diseases or disorders of the circulatory system and discuss symptoms, treatment, and consequences of each.

7.024 Prevention:

- A. List health practices that promote wellness for the circulatory system.

7.025 Careers:

- A. Explore career options related to the cardiovascular system.

7.03 Respiratory System:

7.031 Introduction:

- A. Describe the primary purpose of the respiratory system.
- B. List the three stages of respiration.

7.032 Structure and Function:

- A. Label the major organs and describe the corresponding functions of the respiratory system.
- B. Define and describe the mechanism of breathing.
- C. Define terms of lung capacity including: tidal volume, inspiratory reserve, expiratory reserve, residual air, and vital capacity.

- D. Identify different types of respirations including the following terms: apnea, dyspnea, eupnea, hyperpnea, orthopnea, tachypnea, and Cheyne-Stokes respirations.

7.033 Diseases and Disorders:

- A. Identify the major diseases/disorders of the respiratory system and discuss the symptoms, treatment, and consequences of each.

7.034 Prevention:

- A. Discuss the risk factors for respiratory disease including hereditary, environmental, and lifestyle factors.

7.035 Careers:

- A. Explore selected examples of career options:
 - 1. Respiratory Therapist
 - 2. Pulmonologist

7.04 Muscular System:

7.041 Introduction:

- A. Identify at least 5 functions of muscles.
- B. Describe 3 types of muscle tissue.

7.042 Structure and Function:

- A. Identify factors determining the size and strength of muscles.
- B. Describe the purpose of shivering.
- C. Explain the terms muscle bundle, fascia, and tendon.
- D. Describe the 3 muscle parts including the origin, the insertion, and the action or body.
- E. Explain how muscles work in pairs to produce movement.
- F. Identify the 5 types of body movements that can be made by skeletal muscles including flexion, extension, abduction, adduction, and rotation.
- G. Identify the name, location, and functions of the major muscles of the body.

7.043 Diseases and Disorders:

- A. Identify major muscle disorders/diseases, and discuss the symptoms, treatment, and consequences of each.

7.044 Prevention:

- A. List practices that will help keep muscles healthy and prevent injury.

7.045 Careers:

- A. Identify health careers that focus on muscles.

7.05 Skeletal System:

7.051 Introduction

- A. Describe the substance of bones.

7.052 Names of Bones:

- A. Identify the name, location, and functions of the major bones of the body.

7.053 Structure and Function:

- A. Name at least 5 functions of bones.
- B. Name and give examples of the 3 types of Joints.
- C. Identify 6 types of movable joints.

7.054 Disease and Disorders:

- A. Describe at least 4 types of fractures.
- B. Describe major diseases/disorders of the skeletal system including the symptoms, treatment, and consequences of each.

7.055 Prevention:

- A. List practices to help maintain healthy bones/skeletal system.

7.056 Technology:

- A. Define selected relevant medical technology.

7.057 Careers:

- A. Explore examples of career options that relate to the skeletal system.

7.06 Integumentary System:

7.061 Introduction:

- A. Name the structures that comprise the Integumentary system.
- B. List the main functions of the skin.

7.062 Structure and Function:

- A. Describe the 3 layers of the skin.

7.063 Diseases and Disorders:

- A. Name and describe major diseases/disorders of the skin including the symptoms, treatment, and consequences of each.

7.064 Prevention:

- A. List practices that will help to maintain healthy skin.

7.065 Careers:

- A. Explore examples of career options that relate to the integumentary system.

Part II: Spring Semester (I Credit)

		Estimated Content Units	Recommended Online Study Time in Hours
8.0	Anatomy and Physiology II	300	56
9.0	Legal and Ethical Responsibilities	57	10
10.0	Infection Control	53	4
11.0	Safety in Health Care	47	3
12.0	Medical Terminology	<u>9</u>	<u>5</u>
	TOTALS	466	78

8.0 Anatomy and Physiology II

A. Estimated Content Units = 300 Units

B. Recommended Online Study Time = 56

C. Intended Outcome:

Given information about the endocrine system, reproductive system, nervous / sensory system, excretory / urinary system, gastrointestinal digestive system, and related careers, the student will be able to perform 80 percent of the tasks presented correctly.

D. Tasks:

8.01 Endocrine System:

8.011 Introduction

- A. Define the terms: endocrine gland, exocrine gland and hormone.
- B. List the endocrine glands.

8.012 Structure and Function:

- A. Describe the functions of the following endocrine glands: pituitary, pineal body, thyroid, parathyroid, and thymus.

- B. Describe the functions of the following endocrine glands: pancreas, adrenals, gonads, and placenta.
- C. Match the functions of each hormone with its corresponding endocrine gland.
- D. Label the major endocrine glands on a diagram.

8.013 Diseases and Disorders:

- A. Identify the major disorders of the pituitary gland and describe symptoms, treatment, and consequences of each.
- B. Identify the major disorders of the thyroid gland and describe treatment and symptoms of each disorder.
- C. Identify the major disorders of the pancreas and describe treatment and symptoms of each disorder.

8.014 Prevention:

- A. List health practices to maintain healthy glands.
- B. Discuss the health hazards of using supplemental steroids.

8.015 Terminology:

- A. Define selected relevant medical terminology.

8.016 Careers:

- A. Explore selected examples of career options.

8.02 Reproductive System:

8.021 Introduction:

- A. Identify the function of the reproductive system.
- B. Define the terms: fertilization, gamete, ova, and sperm.

8.022 Structure and Function:

- A. Label a diagram of male reproductive organs.
- B. Identify the functions of each organ or structure in the male reproductive system.
- C. Trace the path of the sperm from the testes through ejaculation.

- D. Label a diagram of female reproductive organs.
- E. Identify the functions of each organ or structure in the female reproductive system.
- F. Trace the path of the ovum from ovulation through implantation or excretion from the body.

8.023 Diseases and Disorders:

- A. List and describe the major disorders/disease of the reproductive system and describe the symptoms, treatment, and consequences of each.
- B. List and describe the major sexually transmitted (STD) diseases and describe the symptoms and treatment for each disorder/disease.

8.024 Prevention:

- A. List health practices to maintain health of the reproductive system.

8.025 Careers:

- A. Explore examples of career options related to the reproductive system.

8.03 Nervous / Sensory System:

8.031 Introduction :

- A. Discuss why the nervous system is called the body's master control unit.
- B. Name the body's sense organs that provide information about the environment.

8.032 Structure and Function:

- A. Name and describe the 3 main parts of a neuron.
- B. Define conductivity and irritability.
- C. Name and describe the 3 types of neurons.
- D. Define the terms: synapse, synaptic cleft, and neurotransmitter.
- E. Discuss the effects of neurotransmitter imbalances.

- F. Identify the 2 categories of the central nervous system (CNS).
- G. Describe the parts of the CNS including the brain, the tissues of the brain, the cerebrospinal fluid (CSF), and the ventricles of the brain.
- H. Describe the 3 meninges of the brain including the dura mater, arachnoid mater, and the pia mater.
- I. Describe the 2 types of brain tissue including grey matter and white matter.
- J. Describe the function and circulation of the CSF.
- K. Describe the 4 ventricles of the brain.
- L. Describe and define a lumbar puncture.
- M. Describe the location of the cerebrum.
- N. Define the following parts of the cerebrum: cerebral cortex, fissures, sulci, gyri, and corpus callosum.
- O. Describe the functions in each cerebral lobe: frontal, parietal, occipital and temporal.
- P. Describe body functions located in the cerebellum.
- Q. Describe the functions of the brainstem, pons, and medulla oblongata.
- R. Describe the 3 primary functions of the spinal cord.
- S. Describe the parts of the Peripheral Nervous System (PNS).
- T. Differentiate the PNS from the CNS.
- U. Name the 5 types of spinal nerves.
- V. Describe the function of cranial nerves.
- W. Describe the function of the Autonomic Nervous System.
- X. Describe the actions of the 2 categories of the Autonomic Nervous System: sympathetic and parasympathetic.
- Y. Describe the term sensory receptors.
- Z. Describe the three layers of the wall of the eye: the sclera, the choroid, and the retina.

- Z-1. Identify the location and function of the cornea, the iris, the pupil, the ciliary body, the lens, the suspensory ligaments, and the optic nerves.
- Z-2. Describe the functions of the ear.
- Z-3. Identify the location and name of the 3 parts of the ear: the pinna, the middle ear, and the inner ear.
- Z-4. Trace the path of sound from the auditory canal to the brain.

8.033 Diseases and Disorders:

- A. Describe the major disorders of the central nervous system and the peripheral nervous system and corresponding consequences and treatment.
- B. Describe the major disorders of the eyes and their corresponding, consequences, and treatment.
- C. Describe the disorders of the ears and their corresponding symptoms, consequences, and treatment.

8.034 Careers:

- A. Explore selected examples of career options that relate to the Nervous System or senses.

8.04 Excretory / Urinary System:

8.041 Introduction:

- A. List four excretory organs and state what waste each excretes.
- B. Name two functions of the urinary system.
- C. List four organs of the urinary system, in order of urine production.
- D. Identify the parts of the kidney including the cortex, medulla, pyramid, papilla, calyx, and the renal pelvis.
- E. Describe the function of the nephron unit and each of its five parts including Bowman's capsule, proximal tubule, loop of Henle, distal tubule, and the collecting duct.

8.042 Structure and Function:

- A. Describe the function and location of the ureters, bladder, and urethra in both the male and female.

- B. Define urinalysis.
- C. Describe the three qualities of urine assessed by urinalysis including color, reaction (pH), and specific gravity.
- D. Identify at least five abnormal urinalysis findings and the possible causes of each.

8.043 Diseases and Disorders:

- A. Name and define major diseases related to the excretory system and discuss the symptoms, treatment, and consequences of each.

8.044 Terminology:

- A. Define selected relevant medical terminology.

8.045 Careers:

- A. Explore selected examples of career options.

8.05 Gastrointestinal / Digestive System

8.051 Introduction:

- A. Define digestion and enzymes.
- B. List true digestive organs.
- C. List accessory digestive organs.

8.052 Structure and Function:

- A. Describe the five main functions of the digestive system.
- B. Describe the buccal cavity.
- C. Define mastication.
- D. Describe the three regions of the tooth including the crown, the neck, and the root.
- E. Describe the three layers of a tooth including the enamel, dentine, and pulp cavity.
- F. Describe the functions of the tongue.
- G. Describe the locations and functions of the hard and soft palates.
- H. Describe the locations and functions of the salivary glands.

- 1. Describe the location and function of the pharynx.
- J. Describe the location and function of the esophagus.
- K. Describe the location and three functions of the stomach.
- L. Describe the three parts of the stomach including the fundus, the body, and the pylorus.
- M. Define the term sphincter.
- N. Identify the cardiac sphincter and the pyloric sphincter.
- O. Describe the small intestine and its location in the body.
- P. Identify the three sections of the small intestine including the duodenum, the jejunum, and the ileum.
- Q. Describe at least six functions of the small intestine.
- R. Describe the location and functions of the liver and the gallbladder.
- S. Describe the location and two functions of the pancreas.
- T. Describe the following sections of the large intestine: cecum, ascending colon, transverse colon, descending colon, sigmoid colon, and the rectum.
- U. Describe two functions of the large intestine.

8.053 Diseases and Disorders:

- A. List the common diseases/disorders of the GI system including the symptoms, treatment, and consequences of each.

8.054 Careers:

- A. Explore selected examples of career options.

9.0 Legal and Ethical Responsibilities

- A. Estimated Content Units = 57 Units
- B. Recommended Online Study Time = 10 Hours
- C. Intended Outcome:

Given information about ethics, confidentiality, ethical decisions, criminal and tort law, malpractice, case studies, scope of practice, credentialing, regulatory boards, regulations, recording / reporting, Patient Bill of Rights, advanced directives, abuse and neglect, chemical abuse, practicing under the influence, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

9.01 Daily Bugle (Newspaper Reading)

9.02 Introduction

- A. In general terms describe the components of legal responsibilities in health care.
- B. Define the term ethics.

9.03 Confidentiality:

- A Define the term privileged communication.
- B Describe confidentiality as both a legal and ethical responsibility.
- C. Describe persons who have a legitimate need to have access to patient information such as the medical record.
- D Define who has ownership of a patient's medical record.
- E Describe the mechanism by which a patient consents to reveal a portion of his/her medical record to another person outside the current treatment team.
- F Discuss exceptions to the privileged communication rule including in the following situations:
 - 1. Birth and Death Records
 - 2. Communicable Diseases
 - 3. Subpoenaed
 - 4. Threat of Harm

5 Certain Violent Injuries

6 Cases of Abuse or Suspected Abuse

9.04 Ethical Decisions:

- A. Define the term ethical dilemma.
- B. Discuss an example of an ethical dilemma in health care.
- C. Discuss the influences on the development of an individual's moral standards.
- D. Summarize 8 points common to most health professions' codes of ethics.
- E. Discuss the ethical dilemma in selected patient scenarios.

9.05 Criminal and Tort Law:

- A. Differentiate between criminal law and tort law.
- B. Define the following torts as they apply to health care situations:
 - 1. Negligence
 - 2. Malpractice
 - 3. Battery
 - 4. Assault
 - 5. False Imprisonment
 - 6. Abandonment
 - 7. Invasion of Privacy
 - 8. Defamation of Character

9.06 Malpractice:

- A. Describe the elements necessary for malpractice to be proven including the following:
 - 1. Duty
 - 2. Breach of Duty
 - 3. Injury
 - 4. Proximate Cause

- B. Identify the elements of malpractice in selected case scenarios.

9.07 Case Studies:

- A. Discuss the ethical issues in selected case studies.

9.08 Scope of Practice:

- A. Discuss how a health care worker's scope of practice is defined.
- B. Discuss the code of ethics in relation to the law.
- C. Discuss the consequences of practicing outside the scope of practice.

9.09 Credentialing:

- A. Define the following terms as they pertain to health care credentials:
 - 1. Certification
 - 2. Registration
 - 3. Licensure

9.10 Regulatory Boards:

- A. Discuss the functions of regulatory boards in health care careers.

9.11 Regulations:

- A. Identify how to locate the laws and regulations that relate/affect legal and ethical behavior in the fields of nursing, medicine, dentistry and pharmacy.

9.12 Recording / Reporting

- A. Discuss the importance of recognizing the medical record as a legal document.
- B. Describe the procedure for correcting an error in a medical record.
- C. Explain "late entry" and how to do it correctly.

9.13 Patient Bill of Rights:

- A. Summarize the Patients' Bill of Rights and identify how it affects a patient's care.

9.14 Advanced Directives:

- A. Define the following terms:

1. Advanced Directive
2. Will
3. Living Will
4. Durable Power of Attorney

9.15 Abuse and Neglect:

- A. Discuss the prevalence of domestic violence.
- B. Discuss opportunities for health care workers to identify persons who have experienced abuse.
- C. Define abuse.
- D. List examples of physical abuse.
- E. List examples of verbal abuse.
- F. Define sexual abuse.

9.16 Signs & Symptoms:

- A. Summarize physical indicators of abuse.
- B. Summarize emotional indicators of abuse.

9.17 Reporting Abuse and Neglect:

- A. Identify all health care workers as having the responsibility to protect patient safety and thereby to report abuse.
- B. Identify resources for reporting abuse of elderly, adults, and children.

9.18 Chemical Abuse:

- A. Identify the health care worker's responsibility in reporting chemical abuses of co-workers.
- B. Discuss the consequences of a health care worker practicing under the influences of chemicals.
- C. Discuss the prevalence of chemical abuse in health care workers.
- D. Define the term "impaired worker."

9.19 Practicing Under the Influence:

- A. Define enabling in the context of chemical abuse.
- B. Discuss reasons why workers avoid reporting substance abuse in co-workers.

9.20 Signs & Symptoms:

- A. Summarize the warning signs of drug or alcohol impairment.
- B. Identify specific warning signs for nurses who are abusing substances.

9.21 Careers:

- A. Describe the process someone uses to get on the registry as a CNA in Idaho.
- B. Explore health care careers that focus on legal and ethical responsibilities.

10.0 Infection Control

- A. Estimated Content Units = 53 Units
- B. Recommended Online Study Time = 4 Hours
- C. Intended Outcome:

Given information about terms, microorganisms, infection, resistance, infection chain, medical versus surgical asepsis, hand washing, standard precautions, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

10.01 Introduction:

- A. Define the following terms: infection control, microorganisms, pathogens, nonpathogens, normal flora, and nosocomial infections.
- B. Identify what is required for a microorganism to multiply and flourish.
- C. List different types of microorganisms including viruses, bacteria, protozoan, and fungi.
- D. Differentiate between a localized and generalized, or systemic infection.
- E. Discuss the differences between viruses and bacteria.
- F. Discuss the reason some bacteria have become resistant to antibiotics.

10.02 Infection Chain:

- A. Explain each element in the chain of infection including the following: the source, reservoir, portal of exit, mode of transmission, portal of entry, and susceptible host.
- B. List situations that challenge the immune system.
- C. State examples of how to break the chain of infection.

10.03 Medical vs. Surgical Asepsis:

- A. Define the following terms: asepsis, contamination, disinfection, and sterile.

10.04 Hand washing:

- A. Identify the single most effective method for preventing the spread of infection.

- B. List important times when a health care provider should wash his/her hands.
- C. State the length of time hands should be washed at the beginning and end of a shift.
- D. State the length of time hands should be washed between patients.
- E. Name 2 ways to prevent hands from becoming sore and cracked from washing.
- F. Describe seven steps for correct handwashing.

10.05 Standard Precautions:

- A. Define the term blood borne pathogens.
- B. Name the two most common blood borne pathogens that place health care workers at risk.
- C. Briefly define the disease of Hepatitis.
- D. Discuss why Hepatitis B and C are a danger to health care workers.
- E. Identify the agency that requires employers to provide Hepatitis B vaccinations to certain workers.
- F. Briefly define the disease of acquired immune deficiency syndrome (AIDS).
- G. List modes of transmission for the human
- H. State when and on which patients standard precautions are to be applied.
- I. Summarize standard precaution guidelines for the following: handwashing, gloves, gowns, mask and protective eye wear, sharps, mouth to mouth resuscitation, patient contact, and contaminated objects.
- J. Define the following terms: transmission based precautions, isolation, personal protective equipment, reverse isolation, and biohazard waste.
- K. Summarize five rules that pertain to standard gloving procedure.
- L. Describe the four steps for putting on disposable gloves.
- M. Describe the five steps for removing disposable gloves.
- N. Summary

10.06 Careers:

- A. Explore careers related to infection control.

11.0 Safety in Health Care

- A. Estimated Content Units = 47 Units
- B. Recommended Online Study Time = 3 Hours
- C. Intended Outcome:

Given information about employer and employee responsibilities, safety precautions, reporting procedures, preventing falls / electrical shock / chemical injuries and burns, fire safety, using a fire extinguisher, body mechanics, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

11.01 Employer & Employee Responsibilities:

- A. Define an injury that occurs on the job as an industrial accident.
- B. Identify the shared responsibility of workplace safety among employers and employees.
- C. State the main responsibility of the Occupational Safety and Health Administration (OSHA).
- D. Describe the meaning of the term "right to know" regulations.
- E. List 4 safety responsibilities of employers.
- F. List 4 safety responsibilities of employees.

11.02 Safety Precautions:

- A. Preventive Measures:
 - 1. Identify~ prevention as the key to protecting health care workers from exposure to infectious diseases in the workplace.
 - 2. List ways of prevention including following Standard Precautions, OSHA Guidelines, and getting immunizations.
- B. Methods of Control:
 - 1. State an example of an engineering control for worker safety.
 - 2. List 6 examples of work practice controls for worker safety.
 - 3. Discuss the OSHA guidelines requiring employers to provide personal protective equipment.

4. List 5 rules for safe use of personal protective equipment.

C. Procedures for Reporting:

1. Describe the procedure for reporting an on-the-job exposure to infectious material.
2. Discuss confidentiality involved in reporting an exposure to infectious material.

D. Preventing Falls:

1. Identify falls as the most common type of accident in the home or health care facility.
2. List 10 steps that can reduce the risk of a fall.

E. Preventing Electrical Shock:

1. Identify negligence as the most common cause of electrical shock.
2. List 5 guidelines for preventing electrical shock.

F. Preventing Chemical Injuries and burns:

1. Describe the range of injuries possible from chemicals.
2. Describe information available on the material safety data sheet (MSDS).
3. List 6 safety guidelines for using chemicals.

G. Fire Safety:

1. List the three requirements for a fire: oxygen, fuel, and heat/flame.
2. Explain the acronym RACE in response to a fire.
3. List 5 general rules for responding to a fire.

H. Using a Fire Extinguisher:

1. Describe the 4 classifications of fire extinguishers including A, B, C, and ABC.
2. Using the acronym PASS describe how to use a fire extinguisher.

I. Body Mechanics:

1. Define the ten-n body mechanics.
2. Describe how to stand with good posture.
3. List 9 principles for good body mechanics.

11.03 Careers:

- A. Explore careers in health care related to safety or infection control and prevention.

12.0 Medical Terminology

- A. Estimated Content Units = 9 Units
- B. Recommended Online Study Time = 5 Hours
- C. Intended Outcome:

Given information about prefixes, suffixes, word roots, reading health care terms, abbreviations, and related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Tasks:

12.01 Introduction:

- A. Distinguish between the three elements that make up medical words: prefix, suffix, and root and give the meaning of each.

12.02 Prefixes:

- A. Define commonly used prefixes.

12.03 Suffixes:

- A. Define commonly used suffixes.

12.04 Word Roots:

- A. Define commonly used word roots.

12.05 Reading a Medical Term:

- A. Demonstrate knowledge of reading medical terms.

12.06 Abbreviations

- A. Define commonly used medical abbreviations.

12.07 Careers:

- A. Identify careers in which knowledge of medical technology is essential.

13.0 Health Throughout the Lifecycle

- A. Estimated Content Units = 17 Units
- B. Recommended Online Study Time = 2 Hours
- C. Intended Outcome:

Given information about exercise, nutrition, physical and mental changes throughout the life cycle, Maslow's hierarchy of needs, and challenges of individuals with disabilities, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy.

- D. Introduction:

13.01. Identify the nutritional needs of humans.

- A. Identify the benefits of regular physical exercise.
- B. Design a personal plan to maintain a healthy body through healthy dietary habits and regular physical activity.
- C. Describe physical and mental changes that occur throughout the life cycle.

13.02. Using Maslow's Hierarchy of Needs, discuss the five levels of human needs.

- A. Discuss the relationship of Maslow's levels of needs and how health care services in a community respond to these needs.

13.03. Identify and recognize the challenges of individuals with disabilities.

14.0 Risk Taking Behaviors:

- A. Estimated Content Units = 87 Units
- B. Recommended Online Study Time = 8 Hours
- C. Intended Outcome:

Given information about basic human needs, positive mental and emotional health, addictions, abuse, and about related careers, the student will be able to perform the tasks presented with a minimum of 80 percent accuracy

- D. Tasks:

14.01 Introduction:

- A. Assess the consequences of sexual activity including STDs, unplanned pregnancies, and emotional distress.
- B. List ways to prevent pregnancy and identify the relative effectiveness of each.
- C. Assess the short and long-term consequences of tobacco, alcohol, and other drugs, including definitions of use, abuse, and dependency.
- D. Evaluate the impact of risky behaviors on personal and community health.

14.02 Communication Skills for Personal Relationships

- A. Relate how effective interpersonal communication skills can be used to build, maintain and enhance interaction between family, peers, workplace and society.
- B. Identify conflict in communication in schools, families, workplaces and communities.
- C. Identify threats to personal safety including harassment, sexual assault, rape and date rape.

14.03 Mental and Emotional Wellness

- A. Understand and demonstrate the key components to positive mental and emotional health.
- B. Identify methods for addressing mental and emotional concerns such as depression, grief, eating disorders, and suicide.
- C. Identify common forms of major mental illness.

- D. Describe common stressors including issues with time, money, and coping with death and identify general categories of coping mechanisms.
- E. Identify ways to help maintain a healthy environment.